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ABSTRACT

Since a competency-based approach to training supervisors and administrators of vocational education programs appears to be one solution to the problem of inadequate personnel programs, a study was conducted to identify professional competencies required of supervisors and administrators in successfully fulfilling their leadership roles. The study also sought to discover if there are different competencies required for each group. An eighty-four-item descriptive survey instrument was distributed to 282 supervisors and administrators in the state of Florida. Respondents were asked to rate each listed competency on a six-point scale as to its importance. Based on a fifty-two percent return, a one-way analysis of variance was applied to determine if significant differences existed between the mean importance ratings of competencies among groups of administrators and supervisors. A t-test was also used to determine significant differences in perception of the importance of competencies between supervisors and administrators. The study concluded that the responsibilities of vocational education supervisors and administrators are varied and that competencies important to them do not vary greatly. The study also concluded that the competencies required for supervisors and administrators are somewhat similar. (Author/JH)

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LEADERSHIP COMPETENCIES IN VOCATIONAL EDUCATION: IMPLICATIONS FOR PRESERVICE EDUCATION

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ABSTRACT

It appears that existing personnel development programs are inadequately preparing supervisors and administrators of vocational education programs. One solution to this problem is a competency-based approach to training such personnel. This study attempts to identify professional competencies required of supervisors and administrators in successfully fulfilling their leadership roles. It also seeks to discover if there are different competencies required for each group.

An 84 item descriptive survey instrument was distributed to 282 supervisors and administrators in the state of Florida. Respondents were asked to rate each listed competency on a six-point scale as to its importance.

Based on a 52 percent return, a one-way analysis of variance was applied to determine if significant differences existed between the mean importance ratings of competencies among groups of administrators and supervisors. A t-test was used to determine significant differences in perception of the importance of competencies between supervisors and administrators.

The study concludes that the responsibilities of vocational education supervisors and administrators are varied, and that competencies important to them do not vary greatly. It also concludes that the competencies required for supervisors and administrators are somewhat similar.

Biographical Sketch

Dr. Robert Andreyka is Associate Director of the Division of Occupational and Vocational Studies at The Pennsylvania State University. Previously, Dr. Andreyka was Program Leader of Vocational Education at Florida State University, a R & D Specialist and Associate Professor with the Center for Vocational Education, Ohio State University, where his primary assignment was the Performance-Based Vocational Teacher Education project. He has served as Coordinator of Vocational and Technical Education at the University of Akron, Teacher Educator in Trade and Industrial Education at Kent State University, and Visiting Professor at Oregon State University. In addition to eleven years in higher education, Dr. Andreyka has nine years full-time industrial drafting experience and has taught at the high school and community college levels.

Dr. Andreyka is currently serving as Vice President of the National Association of Industrial and Technical Teacher Educators (Trade and Industrial Division). Previously he served as treasurer of that organization.

LEADERSHIP COMPETENCIES IN VOCATIONAL EDUCATION:

IMPLICATIONS FOR PRESERVICE EDUCATION

Administrators and supervisors of vocational education programs should be equipped with the professional competencies needed to successfully fulfill their leadership roles. Implementation of change is one of the principal leadership roles assigned to these administrators and supervisors. In an age of accountability, vocational education administrators and supervisors face the challenge of implementing change which meets the needs of today's changing society and labor force.

Little research appears to have been completed towards identifying competencies needed by vocational educators in leadership roles, despite an increasing amount of research and development in the area of performance or competency-based vocational teacher education. There are vocational educators who feel that administrators and supervisors of vocational programs should be trained and evaluated using a competency-based approach. (Koble and Gilmore, 1973; Courtney and Miller, 1974). By using this approach, the professional competencies most important to administration and supervision are identified, appropriate learning experiences provided, and their performance evaluated based upon their mastery of competencies.

Supervision and administration of vocational education programs, like

supervision and administration of other educational fields, has continued to be a nebulous concept with poorly defined roles and responsibilities. Existing personnel development programs do not appear to be adequate for accomplishing this goal. Koble and Gilmore (1973) asserted that the primary reasons for inadequate programs are: 1) the lack of a reliable knowledge base about specific roles and functions; 2) the lack of competencies to perform these roles and functions; and 3) the lack of a curriculum designed to prepare and upgrade administrators and supervisors.

Competency-based programs for the preparation of leaders in vocational education are one method of meeting the challenge of accountability. The competency-based approach explicates the instructional process into its component parts by: (a) identifying specific instructional competencies, (b) defining the criteria used to judge success, and (c) making the student accountable for meeting the criteria of success in a real leadership situation. This process should give some freedom from group classroom instruction. A curriculum for administration and supervision in vocational education which includes competency-based education options would allow for a wider selection of alternatives and more rapid progress.

Procedure

Purposes. Professional duties of administrators and supervisors of vocational programs differ from the responsibilities of the vocational teacher. However, most vocational administrators and supervisors are recruited from teaching positions and possess a high degree of expertise in a specific vocational service area.

Administrators and supervisors should insure that the goals and objectives of the total vocational education program are met. To accomplish these goals,

roles and functions should be defined in terms of competencies needed by these vocational educators in leadership roles. The purpose of this study was to identify professional competencies needed by vocational education administrators and supervisors at the district and institutional levels and to develop criteria that may be used to assess the mastery of these competencies. The methodology utilized for the study was a descriptive survey using a questionnaire distributed by mail to vocational-technical education administrators and supervisors throughout Florida during 1975-76.

Subjects. The population from which the subjects were selected consisted of administrators and supervisors of vocational and technical educational programs in Florida. The Florida State Department of Education, Division of Vocational Education, was asked to recommend 22 of 67 county vocational directors who were representative of county vocational education programs in Florida. In addition to the questionnaire sent to each of these 22 county vocational directors, two additional instruments were included along with a request that these be distributed to other county level administrators and supervisors who were perceived as satisfactorily performing their duties.

Also included in the sample were occupational education deans in the state's 28 public community colleges. Principals in Florida's comprehensive high schools and directors in the state's area vocational-technical centers were also included. Occupational deans, high school principals and area center directors were also sent additional instruments for distribution to vocational-technical education administrators and supervisors in their particular institution who were perceived as satisfactorily executing their duties.

Instrument. A list of competencies was compiled from the review of the literature and completed research dealing with competencies needed by educa-

tional leaders. The preliminary list of competencies was submitted to a jury for preliminary verification. A nine-member jury consisting of personnel from the Florida State Department of Education, Division of Vocational Education, and other professionals reviewed the preliminary competencies, making additions, deletions and suggestions.

The preliminary competency statements were revised based on the comments of the jury members. The final version of the instrument contained 84 competency statements and instructions. Respondents rated each item on a six-point scale (1 = very important and 6 = not important) based on the importance of each item to them in performing their administrative and supervisory duties.

Analysis of Data. A packet containing the instrument, a cover letter, and a postage-paid pre-addressed return envelope was mailed to the sample of administrators and supervisors previously identified. County vocational directors, area center vocational technical directors, high school principals, and community college occupational education deans were sent additional packets for distribution to county and school administratros and supervisors.

Returns. The return rates obtained for the survey instrument ranged from 73 percent for the county vocational education directors to 41 percent for county-level administrators and supervisors. A total of 282 survey instruments were distributed and 146 were returned (52%). Nine returned instruments were found to be unusable because they were from persons judged as working in non-leadership positions. Table 1 shows the return rates from the various groups in the sample.

Insert Table 1 about here

Table 1

Questionnaire Returns

Group	Distributed	Returned	%
County Vocational Directors	22	16	73
County Administrators/Supervisors	44	18	41
Community College Occupational Education Deans and Staff	36	18	50
Area Voc-Tech School Directors and Staff	50	30	60
Comprehensive High School Principals and Staff	85	29	46
Vocational Supervisors	45	20	44
Unknown	--	5	--
Total	282	146	52

Findings

Table 2 shows the mean importance rating of each competency statement on the survey instrument for each group of administrators and supervisors. A one-way analysis of variance was utilized to determine whether significant differences existed in the mean importance ratings of competencies among groups of administrators and supervisors. Also shown in Table 2 is the average rank of each item within each group and the average mean and average rank for all groups. The average mean resulted from computing the simple average of the means for all six groups. The average mean was utilized, rather than the mean for all respondents, due to unequal numbers of respondents in each group. The numbers in parentheses appearing below the rank and mean within each group denote significant pairs identified by the Newman-Keuls test. For example, item 24 was rated significantly different by principals (6) and county directors (1) and also by principals (6) and area vocational-technical school directors (4). Of the 84 competency statements on the instrument, 15 received significantly different mean importance ratings among groups of administrators and supervisors at the .05 level or better.

Insert Table 2 about here

Table 3 lists those competency statements that were rated in the 25 percent considered to be most important for all of the six groups of administrators and supervisors. Eight items were rated in the upper 25 percent for all groups.

Table 2

Importance Ratings of Competencies By Administrators and Supervisors

Rank Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Dir. (1) N=16	County Ad/Sup (2) N=15	C.Coll. Deans (3) N=12	Vo-Tech Dir. (4) N=29	Super-visors (5) N=30	Prin-cipals (6) N=21	F Ratio
1 1.194	15	Implement and maintain state vocational ed. program standards.	12 1.500	9 1.400	38.5 2.083	22.5 1.620	13 1.600	23 1.857	1.415
2 1.282	16	Recommend short-and long-range program goals.	26.5 1.750	25.5 1.866	20 1.666	15.5 1.800	28 2.032	23 1.857	.349
3 1.351	9	Plan and organize Voc Ed programs to meet changing labor needs.	1 1.187	6.5 1.333	3.5 1.250	3.5 1.300	2.5 1.419	8.5 1.619	1.097
4 1.364	66	Maintain good human relations among faculty, staff and students.	16.5 1.625	3 1.285	3.5 1.250	1 1.200	1 1.258	5 1.571	1.501
5 1.404	71	Maintain positive school-community relations.	12 1.500	6.5 1.333	6 1.333	6 1.366	7.5 1.516	2 1.381	.302
6 1.467	10	Promote improved methods of instruction.	21 1.687	1.5 1.266	12.5 1.500	3.5 1.300	4 1.483	5 1.571	1.254
7 1.468	1	Identify the role of the voc ed program in overall system of ed.	8 1.437	6.5 1.333	20 1.666	17.5 1.566	4 1.483	1 1.333	.638
8 1.498	30	Comply with policies & objectives of school board or board of trustees.	2 1.250	9 1.400	3.5 1.250	19.5 1.586	18 1.741	16 1.761	1.475
9 1.522	33	Comply with legislation and regulations of local, state and Federal government.	3.5 1.312	12.5 1.533	12.5 1.500	24 1.647	14 1.633	5 1.571	.390
10 1.528	34	Comply with the State Plan for Vocational Education.	12 1.500	6.5 1.333	25 1.750	13 1.517	6 1.500	5 1.571	.440
11 1.551	29	Evaluate the effectiveness of the vocational education program.	12 1.500	11 1.466	8.5 1.416	14.5 1.533	16 1.677	12 1.714	.417
12 1.557	24	Determine labor needs of business and industry.	3.5 1.312 (6)	12.5 1.533	8.5 1.416	2 1.266 (6)	11.5 1.580	42.5 2.238 (1,4)	4.047**
13 1.611	46	Maintain occupational competence of instructional staff.	12 1.500	18.5 1.733	16 1.583	19.5 1.586	9.5 1.551	12 1.714	.270
14 1.622	67	Maintain cooperative relationship with State Dept of Education.	8 1.437	9 1.400	25 1.750	14.5 1.533	20.5 1.603	12.5 1.714	1.204
15 1.691	18	Provide instructors with appropriate curriculum materials and teaching aids.	26.5 1.750	21 1.800	28.5 1.833	8.5 1.466	11.5 1.580	5 1.571	.549
16 1.688	40	Coordinate purchase of equipment, supplies and instructional materials.	26.5 1.750	25.5 1.866	8.5 1.416	34 1.785	9.5 1.551	16 1.761	.678

* Significant at .05 level
** Significant at .01 level
*** Significant at .001 level

Table 2 (continued)

Rank Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Dir. (1) N=16	County Ad/Sup (2) N=15	C.Coll. Deans (3) N=12	Vo-Tech Dir. (4) N=29	Supervisors (5) N=30	Principals (6) N=21	F Ratio
17 1.689	27	Assist in planning new or additional vocational ed. facilities.	5.5 1.375	25.5 1.866	25 1.750	8.5 1.466	19 1.774	25.5 1.904	1.612
18 1.714	84	Delegate responsibility and authority to subordinates.	26.5 1.750	25.5 1.866	8.5 1.416	5 1.310 (5)	31 2.096 (4)	21 1.850	2.503*
19 1.732	4	Establish vocational programs with a performance-based approach.	8 1.437	34.5 2.000	38.5 2.083	11 1.500	4 1.566	19.5 1.809	1.705
20 1.741	15	Provide vocational education programs for adults.	21 1.687	16.5 1.666	12.5 1.500	11 1.500	25.5 2.000	35.5 2.095	1.603
21 1.783	42	Prepare and administer the budget for the program.	26.5 1.750	12.5 1.600	16 1.583	2 1.724	23 1.966	33 2.047	.743
22 1.800	48	Provide orientation for new faculty and staff members.	41.5 2.000	21 1.800	12.5 1.500	10 1.482	16 2.166	23 1.857	1.731
23 1.812	56	Evaluate performance of faculty and staff.	50.5 2.125	34.5 2.000	16 1.583	7 1.448	33 2.100	8.5 1.619	1.749
24 1.829	31	Influence legislation affecting vocational education.	5.5 1.375	30.5 1.933	38.5 2.083	31 1.793	20.5 1.903	28 1.952	1.033
25 1.839	13	Provide an evening vocational education program.	41.5 2.000	12.5 1.600	1 1.166 (5,6)	34 1.600	39.5 2.193 (3)	55.5 2.476 (3)	3.646**
26 1.843	3	Coordinate the vocational education program with general ed.	21 1.687	30.5 1.933	38.5 2.083	42 1.931	15 1.666	16 1.761	.667
27 1.849	23	Determine educational needs and interests of community.	16.5 1.625	25.5 1.866	20 1.666	47.5 2.000	28 2.032	25.5 1.904	.518
28 1.878	60	Supervise vocational teachers.	62.5 2.375	1.5 1.266	25 1.750	39.5 1.896	30 2.033	28 1.952	1.381
29 1.884	37	Write proposals for funding.	33 1.875	18.5 1.733	28.5 1.833	22.5 1.620	34 2.103	38 2.142	.893
30 1.895	41	Maintain suggested budgeting and cost accounting procedures.	36.5 1.937	30.5 1.933	20 1.666	26 1.678	41.5 2.206	28 1.952	1.042
31 1.910	55	Assist in hiring faculty and staff members.	45.5 2.062	41.5 2.266	25 1.750	16 1.551	17 2.166	10 1.666	1.850
32 1.918	36	Utilize the service of appropriate local, state and federal agencies.	21 1.687	21 1.800	51.5 2.250	39.5 1.896	17 1.733	38 2.142	1.583
33 1.932	59	Hold meetings with faculty and staff when needed.	45.5 2.062	30.5 1.933	38.5 2.083	11 1.758	25.5 2.000	16 1.761	.515
34 1.948	68	Cooperate with other state agencies such as Vocational Rehabilitation, Veterans Administration, etc.	11 1.812	16.5 1.666	31 2.000	35.5 1.800	44 2.225	40.5 2.190	1.119
35 1.969	26	Develop and maintain an accident prevention program.	45.5 2.062	49.5 2.400	38.5 1.916	25 1.666	21 1.967	19.5 1.809	.929

Table 2 (continued)

Rank / Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Dir. (1) N=16	County Ad/Sup (2) N=15	C.Coll. Deans (3) N=12	Vo-Tech Dir. (4) N=29	Super-visors (5) N=30	Prin-cipals (6) N=21	F Ratio
36 / 1.994	69	Coordinate the vocational program(s) with overall career education goals of institution and district.	16.5 / 1.625	25.5 / 1.866	38.5 / 2.083	54 / 2.137	47.5 / 2.258	30.5 / 2.000	.835
37 / 2.065	57	Provide for job evaluation of faculty/staff positions.	36.5 / 1.937	57 / 2.666	20 / 1.666	29 / 1.724	57 / 2.400	30.5 / 2.000	1.895
38 / 2.096	19	Project growth in vocational education program.	21 / 1.687	43.5 / 2.266	51.5 / 2.250	49 / 2.100	39.5 / 2.193	38 / 2.142	1.091
39 / 2.117	17	Provide programs to meet the needs of disadvantaged students in the vocational program.	26.5 / 1.750	57 / 2.266	51.5 / 2.250	56.5 / 2.166	44 / 2.225	33 / 2.047	.720
40 / 2.141	47	Conduct in-service seminars and workshops.	31 / 1.812	37.5 / 2.133	33 / 2.000	50.5 / 2.103	59 / 2.466	47 / 2.333	.934
41 / 2.144	51	Identify teaching skills faculty should possess.	50.5 / 2.125	47 / 2.333	57.5 / 2.333	44.5 / 1.965	31 / 2.066	33 / 2.047	.361
42 / 2.188	12	Use an advisory committee for total vocational program.	16.5 / 1.625	43.5 / 2.266	45 / 2.166	27 / 1.700	47.5 / 2.258	71 / 2.714 (1)	2.285*
43 / 2.193	50	Assist instructors in individualizing their instruction.	59 / 2.266	47 / 2.333	61 / 2.500	47.5 / 2.000	52 / 2.300	16 / 1.761	1.126
44 / 2.209	45	Cooperate with teacher education centers to upgrade professional skills of instructors.	56 / 2.250	47 / 2.333	45 / 2.166	59.5 / 2.206	23 / 1.966	47 / 2.333	.414
45 / 2.233	82	Use scientific approach to problem solving.	50.5 / 2.125	40 / 2.200	51.5 / 2.250	43 / 1.964	50.5 / 2.290	62 / 2.571	.688
46 / 2.252	25	Approve and coordinate the use of school facilities.	62.5 / 2.375	37.5 / 2.133	63.5 / 2.583	50.5 / 2.103	44 / 2.225	35.5 / 2.095	.367
47 / 2.256	44	Cooperate with universities to upgrade professional skills of instructors.	56 / 2.250	40 / 2.200	33 / 2.000	63 / 2.310	41.5 / 2.206	62 / 2.571	.456
48 / 2.271	21	Provide programs to meet the needs of handicapped students in the vocational program.	36.3 / 1.937	43.5 / 2.266	57.5 / 2.333	58 / 2.200	53 / 2.322	62 / 2.571	.829
49 / 2.300	38	Prepare reports for Federal, state and local agencies.	45.5 / 2.062	36 / 2.066	45 / 2.166	70 / 2.482	63.5 / 2.566	57 / 2.476	.665
50 / 2.306	81	Use "management by objectives" techniques.	56 / 2.250	40 / 2.200	51.5 / 2.250	59.5 / 2.206	7.5 / 2.516	51.5 / 2.428	.331
51 / 2.311	43	Assist in performing financial and business functions.	50.5 / 2.125	57 / 2.666	38.5 / 2.083	39.5 / 1.896	60 / 2.482	65 / 2.619	1.769
52 / 2.348	20	Establish and operate cooperative vocational education programs.	36.5 / 1.937	52.5 / 2.466	61 / 2.500	74 / 2.633	35 / 2.129	51.5 / 2.428	1.471
53 / 2.363	54	Recommend and establish guidelines for hiring, promoting and firing.	70.5 / 2.625	69 / 2.933	45 / 2.166	39.5 / 1.896	40 / 2.266	47 / 2.333	.199

Table 2 (continued)

Rank Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Dir. (1) N 16	County Ad./Sup (2) N=15	C.Coll. Deans (3) N=12	Vo-Tech Dir. (4) N=29	Super visors (5) N=30	Prin- cipals (6) N=21	F Ratio
54 2.367	61	Handle complaints and grievances.	74.5 2.875 (4)	77 3.266 (4)	30.5 1.916	29 1.724 (3,2)	46 2.233	40.5 2.190	3.526**
55 2.369	39	Use Program Planning and Budgeting System (PPBS).	41.5 2.000	52.5 2.466	61 2.500	44.5 1.965	75.5 2.833	54 2.450	1.925
56 2.385	83	Appl. systems approach to operation of program.	62.5 2.375	54 2.533	57.5 2.333	52 2.111	55 2.387	62 2.571	.611
57 2.398	65	Interpret organizational structure to faculty and staff.	60 2.312	61.5 2.733	51.5 2.250	37 1.866	62 2.516	71 2.714	1.934
58 2.456	53	Make recommendations regarding tenure and dismissal of teachers.	67.5 2.500	78.5 3.533 (3,4,6)	38.5 2.083 (2)	32 1.750 (2)	66.5 2.633	42.5 2.238 (2)	4.087**
59 2.459	70	Coordinate voc. program(s) with programs and activities under the Comprehensive Ed. Training Act (CETA).	56 2.250	51 2.428	57.5 2.333	68.5 2.466	63.5 2.566	71 2.714	.291
60 2.520	73	Conduct student follow-up studies.	65 2.437	55 2.600	67.5 2.750	56.5 2.166	72 2.741	51.5 2.428	.663
61 2.523	80	Maintain information gathering and reporting system.	36.5 1.937 (5)	61.5 2.733	65.5 2.666	54 2.137	79 2.935 (1)	44 2.761	2.631*
62 2.586	14	Utilize local advisory committees for specific vocational offerings.	36.5 1.937	34.5 2.000	3.5 1.250 (6)	17.5 1.566 (6)	37 2.166	67 2.667 (3,4)	3.807**
63 2.614	6	Develop standards for graduation.	77.5 3.000	71.5 3.133	51.5 2.250	76.5 2.666	55 2.354	45 2.285	1.223
64 2.651	32	Comply with regulations concerning the transporting of students.	50.5 2.125	71.5 3.000	80.5 3.666	64 2.344	54 2.344	51.5 2.428	1.788
65 2.652	58	Schedule and supervise activities of clerical and support staff.	67.5 2.500	71.5 3.000	51.5 2.250	73 2.620	81 3.069	55.5 2.476	1.503
66 2.660	5	Plan, organize and direct remedial and compensatory instruction.	50.5 2.125 (3)	61.5 2.733 (3)	80.5 3.666 (1,2,4,5,6)	65.5 2.366 (3)	61 2.500 (3)	62 2.571 (3)	3.390**
67 2.680	64	Develop policy manuals or guides.	77.5 3.000	75 3.066	63.5 2.583	54.5 2.137	66.5 2.633	67 2.666	1.318
68 2.685	76	Promote student vocational organizations and other student activities.	41.5 2.000	71.5 3.000	78 3.416	68.5 2.466	70 2.709	58 2.523	2.030
69 2.695	78	Apply research in vocational education.	56 2.250	61.5 2.733	73.5 3.083	67 2.379	73 2.774	75.5 2.952	1.421
70 2.700	7	Use in-house committees to assist in operation of program.	72 2.750	61.5 2.733	75 3.166 (4,5)	46 1.966 (3,5)	78 2.903 (3,4)	69 2.684	3.001*
71 2.703	72	Assist in preparing catalogs, brochures, etc.	69 2.562	65 2.600	72 2.916	65.5 2.366	80 3.064	79 3.238	1.647
72 2.711	28	Schedule classes/lab and assign rooms.	80 3.000 (1,6)	75 3.066	45 2.166 (1)	80 2.866	58 2.419	49 2.381 (1)	2.417*

Table 2 (continued)

Rank Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Dir. (1) N=16	County Ad/Sup (2) N=15	C.Coll. Deans (3) N=12	Vo-Tech Dir. (4) N=29	Super-visors (5) N=30	Prin-cipals (6) N=21	F Ratio
73 2.736	49	Acquaint teachers with appropriate profes-sional organization.	62.5 2.375	68 2.866	70 2.833	75 2.655	75.5 2.833	74 2.857	.385
74 2.743	52	Identify and procure substitute and part-time teachers.	73 2.812	75 3.066	65.5 2.667	61 2.275	68 2.689	75.5 2.952	.906
75 2.766	8	Promote and evaluate the use of audio-visual equipment.	76 2.937	65 2.800	70 2.833	76.5 2.666	74.5 2.806	59 2.550	.332
76 2.771	77	Identify, recruit and counsel students for vocational programs.	79 3.062	78.5 3.533 (5)	70 2.833	71 2.533	28 2.032 (2)	67 2.666	2.583*
77 2.784	75	Provide job placement for students.	70.5 2.625	80 3.600	73.5 3.083	62 2.300	50.5 2.290	73 2.809	2.147
78 2.893	2	Provide vocational edu-cational programs in satellite locations.	74.5 2.875	67.5 2.400 (6)	79 2.750	69 2.700	69 3.066	81.5 3.571 (2)	2.447*
79 2.905	79	Assist in conducting research.	66 2.466	66 2.800	77 3.333	78 2.689	82 3.096	77.5 3.047	1.146
80 2.998	11	Plan and direct pre-vocational middle school programs.	31 1.812 (2,3,6)	61.5 2.733 (1,3)	82.5 4.000 (1,2)	82 3.666	71 2.733	77.5 3.047 (1)	4.847***
81 3.309	74	Handle student disci-pline problems.	64 4.125 (4,5)	62 4.066 (4,5)	70 3.250	72 2.600 (1,2)	65 2.580 (1,2)	79 3.238	4.296***
82 3.643	63	Teach in the vocational class or laboratory.	82 3.687	81 3.733	82.5 4.000	83 4.000	77 2.866	81.5 3.771	.199
83 3.762	62	Assist in collective bargaining negotiations.	83 3.937	83 4.200	79 3.500	81 3.206	83 3.827	84 3.904	.999
84 4.056	22	Provide multilingual vocational education programs.	81 3.625	84 4.266	84 4.750	84 4.100	84 3.838	83 3.761	1.365

* Significant at .05 level
** Significant at .01 level
*** Significant at .001 level

Table 3

Important Competencies Common to All Six Groups

Item	Competency Statements
1	Identify the role of the vocational education program in the overall system of education.
9	Plan and organize vocational education programs to meet changing labor needs.
10	Promote improved methods of instruction.
29	Evaluate the effectiveness of the vocational education program.
30	Comply with policies and objectives of school board or board of trustees.
46	Maintain occupational competence of instructional staff.
66	Maintain good human relations among faculty, staff & students.
71	Maintain positive school-community relations.

A t-test was utilized to determine if administrators and supervisors differed significantly in their perception of the importance of competencies. Table 4 lists those items receiving significantly different mean importance ratings. Fourteen of the 82 items were rated significantly different by administrators and supervisors at the .05 level or better. Thirteen of the fourteen competencies rated significantly different by administrators and supervisors were rated more important by administrators. These items deal primarily with hiring, firing, evaluating and orienting teachers and with executing duties related to the budget and finances of the program. It appears that staff recruitment, orientation, evaluation and dismissal are administrative tasks. The item rated significantly more important by supervisors dealt with teaching occasionally in the vocational classroom or lab.

Table 4

Competencies Rated Significantly Different by Administrators and Supervisors

Item	Competency Statement	Mean Adm.	Mean Sup.	t	df
53	Make recommendations regarding tenure and dismissal of teachers.	2.000	3.000	4.17***	120
58	Schedule and supervise activities of clerical and support staff.	2.432	3.104	3.30***	120
57	Provide for job evaluation of faculty/ staff positions.	1.784	2.510	3.26***	121
84	Delegate responsibility and authority to subordinates.	1.534	2.020	2.81**	121
55	Assist in hiring faculty and staff members.	1.716	2.163	2.40**	121
63	Teach in the vocational class or laboratory.	3.851	3.163	-2.40**	121
65	Interpret organizational structure to faculty and staff.	2.160	2.680	2.40*	123
80	Maintain information gathering and reporting system.	2.338	2.840	2.37**	122
48	Provide orientation for new faculty and staff members.	1.649	2.082	2.36*	121
39	Use Program Planning and Budgeting System (PPBS).	2.176	2.688	2.30*	120
43	Assist in performing financial and business functions.	2.135	2.563	2.07*	120
56	Evaluate performance of faculty and staff.	1.649	2.041	2.00*	121
52	Identify and procure substitute and part-time teachers.	2.500	3.000	1.96*	120
41	Maintain suggested budgeting and cost accounting procedures.	1.781	2.125	1.95*	119

* Significant at .05 level
** Significant at .01 level
*** Significant at .001 level

Conclusions

Based on the analysis of data from returned instruments, several conclusions may be drawn. It appears as if there are a large number of professional competencies that are important to administrators and supervisors of vocational education programs in Florida. Of the 84 competency statements included on the survey instrument, only three had an average importance rating lower than the midpoint on the 6 point rating scale. It could be concluded that an administrator or supervisor of vocational education programs is called upon to execute many tasks in the performance of his or her professional responsibilities. It appears as if the preliminary competencies were screened very well by the jury and that most unimportant items were deleted before the survey instrument was finalized.

A second conclusion that may be drawn is that competencies important to administrators and supervisors do not vary greatly according to the type of administrative or supervisory position held. Of the 84 competencies, only 15 were rated significantly different among the six sub-groups of administrators and supervisors. It appears as if most of the professional competencies on the instrument are common for all vocational education administrators and supervisors.

A final conclusion is that the professional competencies needed by persons in administrative positions and persons in supervisory positions are somewhat similar. Only 14 of the 84 competencies were rated significantly different between administrators and supervisors. Several items dealing with the instructional staff and several items dealing with budgeting functions were rated significantly more important by administrators, while teaching occasionally was rated significantly more important by supervisors.

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